



Education Commission of the States

Roundtable #4

Expanded-Time Schools:

How federal, state, district and school leaders are encouraging and implementing innovative new school schedules to add learning and enrichment time for students

Jennifer Davis

President

We are at a Critical Juncture in the Movement to Expand Learning Time

"We can no longer afford an academic calendar designed when America was a nation of farmers... That calendar may have once made sense, but today, it puts us at a competitive disadvantage."

- President Barack Obama, March 9, 2009

- "Time" now at the forefront of education reform dialogue
 - High-performing expanded-time schools across the United States demonstrate the value of more time for learning
- Education leaders highly focused on 4 **core concerns** which all underscore the need for more learning time:
 - The unrelenting achievement gap
 - Trend toward the narrowing of the curriculum (arts, physical education, social studies and other important programs and subjects cut)
 - The need to enhance teacher quality
 - International competitiveness

The Economic Paradox

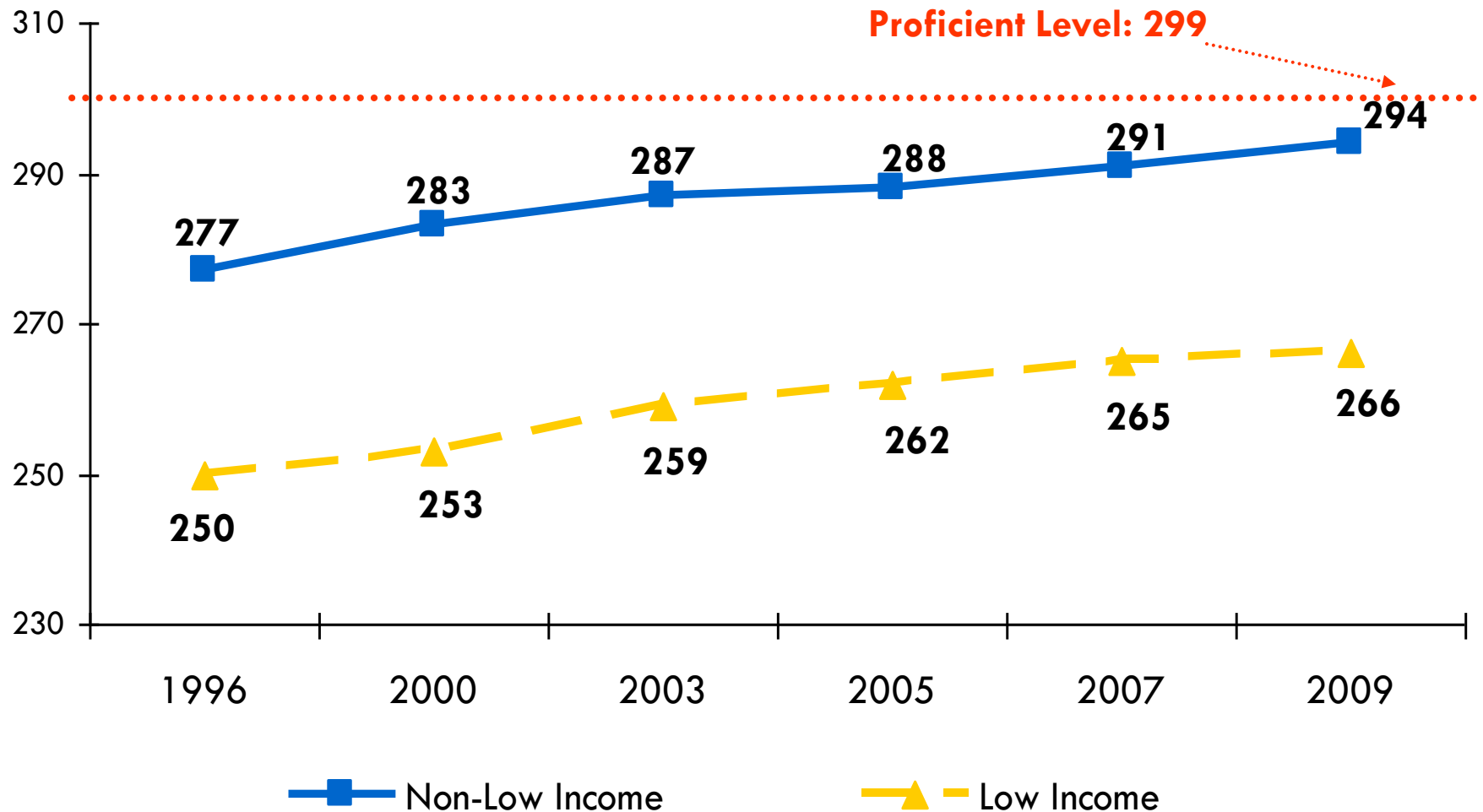
- Due to the recession, states have been unable to maintain level funding for education, a trend that is not expected to improve until the 2011-2012 school year. In some districts, this has led to a four day school week and cuts to extended time activities.
- At the same time, the Obama Administration and Congress are providing unprecedented federal funding to support dramatic education reforms and to turnaround underperforming schools:
 - Race to the Top - **\$4.35 billion**
 - Investing in Innovation Fund - **\$650 million**
 - School Improvement Grants - **\$3.5 billion (funding to all states)**
 - Federal guidelines require “**increased learning time**” for two of the four models eligible for funding for the bottom 5% of low-performing schools in America.
- The Obama Administration's blueprint for ESEA Reauthorization includes proposals to expand school time, with a particular focus on our most needy children.
- The Senate Appropriations Committee recently passed a proposal that would increase funding for the 21st Century Community Learning Center (CCLC) program from \$1.16 billion to \$1.26 billion and allow schools to expand time in addition to offering voluntary after-school and summer programs.



The Case for More School Time

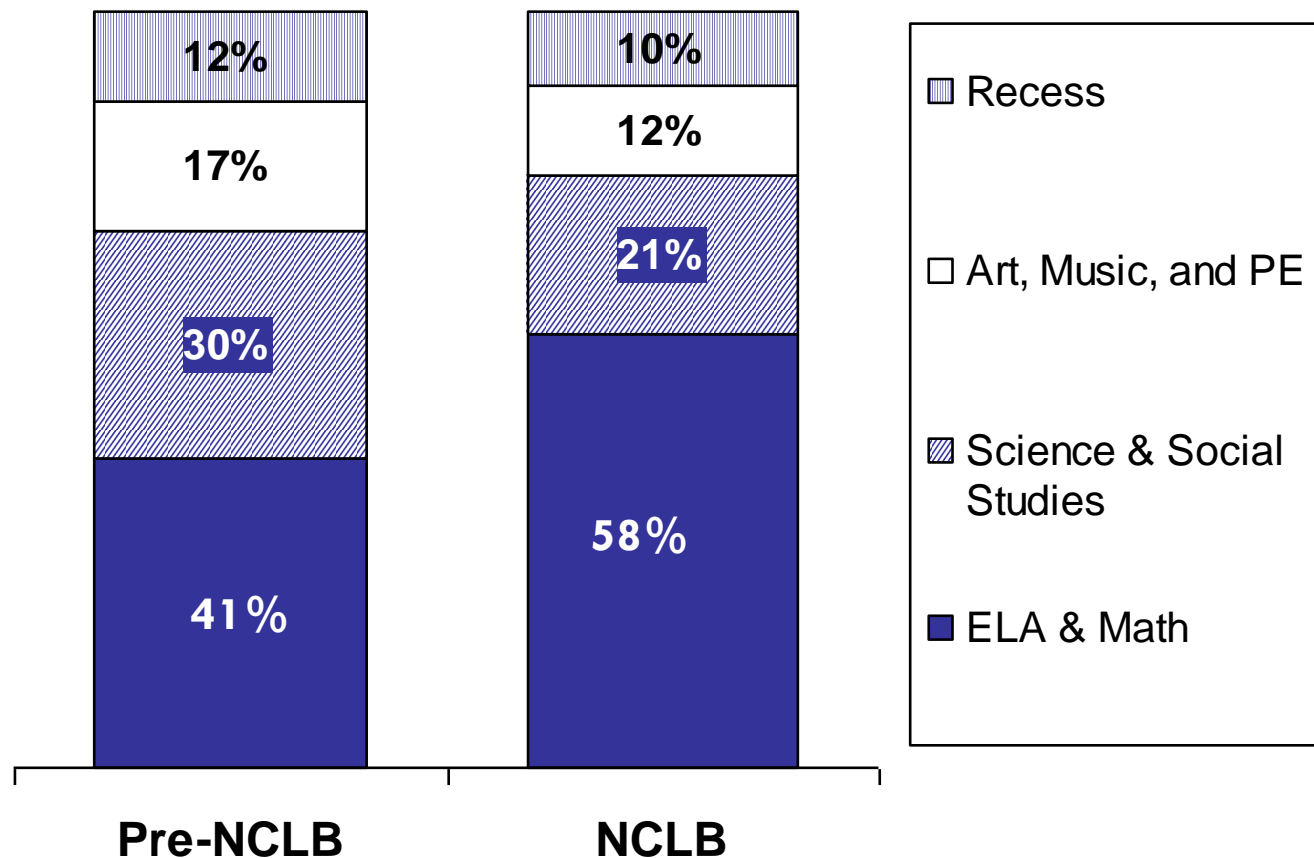
Why More School Time is Needed: Persistent Achievement Gap

NAEP Scores of 8th Graders in Math
Low income vs. Non low income



Why More School Time is Needed: Narrowing Curriculum

**Percentage of Time Spent in Various Subjects in
Elementary Schools**



Source: Center on Education Policy, Feb. 2008

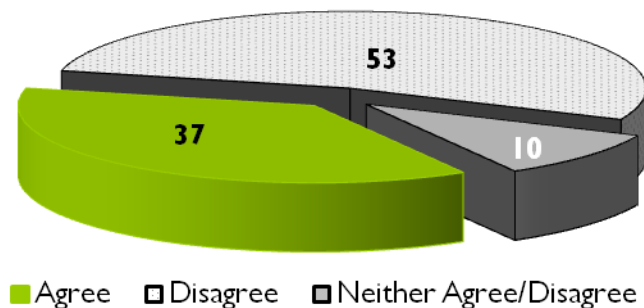
Why More School Time is Needed:

Teacher Effectiveness

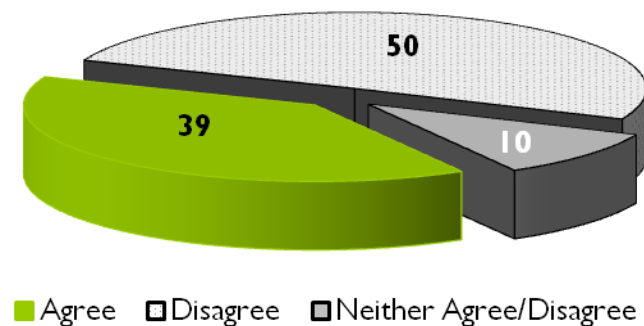
Surveys of 300,000 teachers in ten states and one district found that most educators do not believe they have sufficient instructional time to meet the needs of all students

In Massachusetts, fewer than four out of ten teachers felt they had adequate time to complete the curriculum (37 percent) and to meet the needs of all their students (39 percent)

Adequate time to complete the curriculum

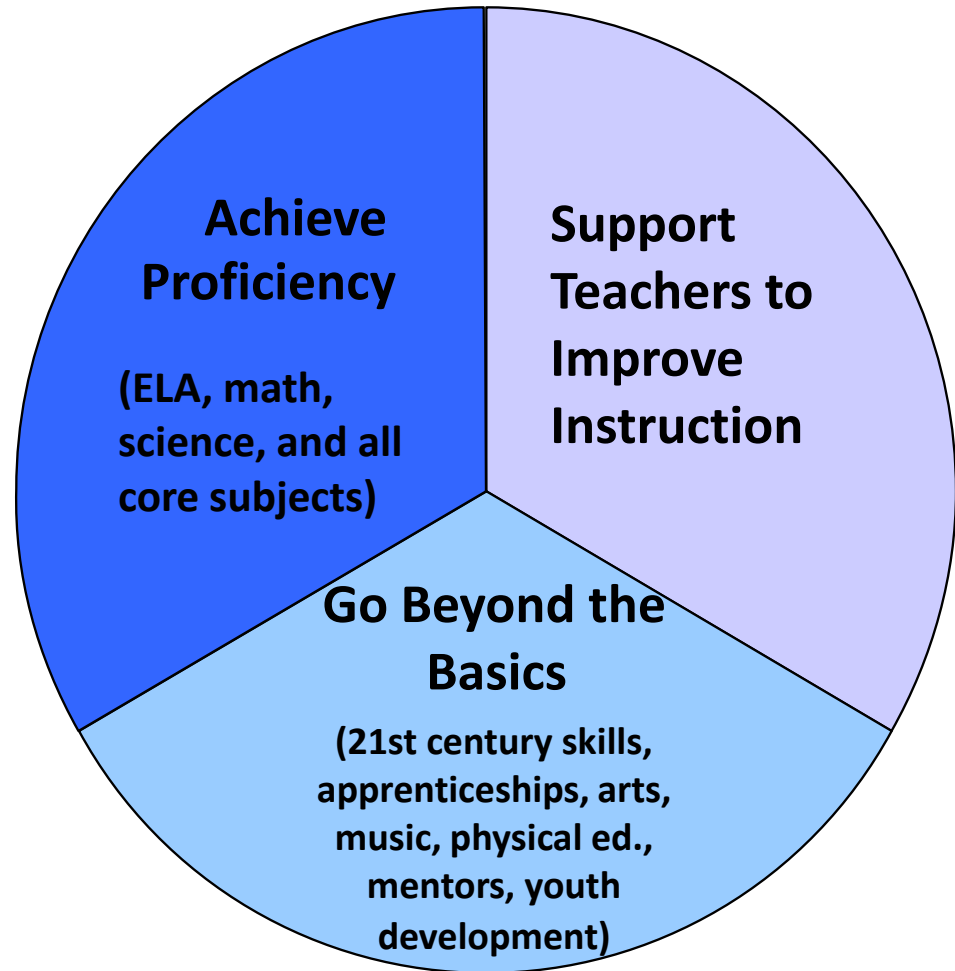


Adequate time to meet the needs of all students



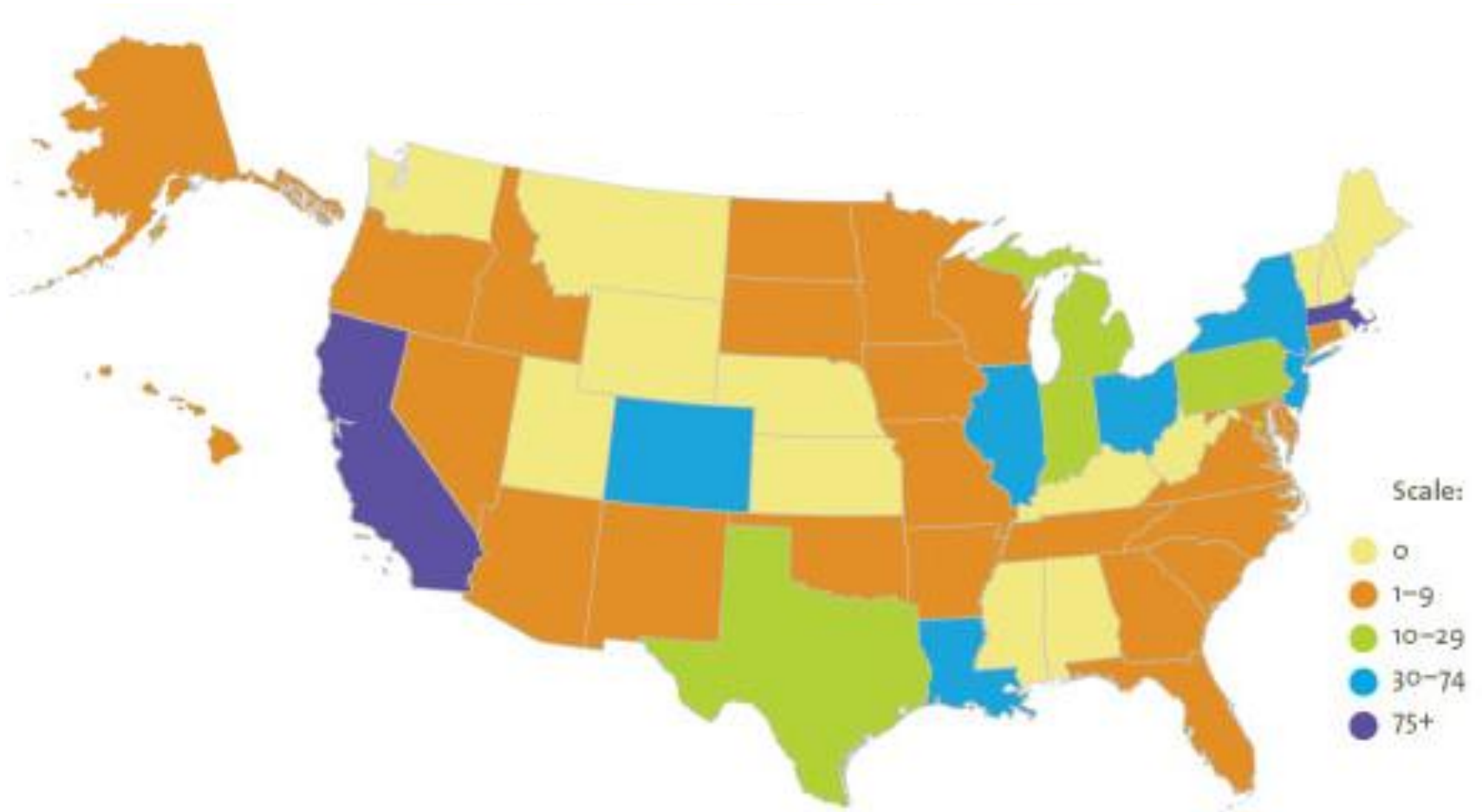
The Bottom Line

A school calendar of 180, 6½-hour days is not enough time to:



**National Momentum
and
Evidence of What is Possible
with More Time**

Nearly 700 Schools Across the Country Operate with an Expanded School Day and/or Year



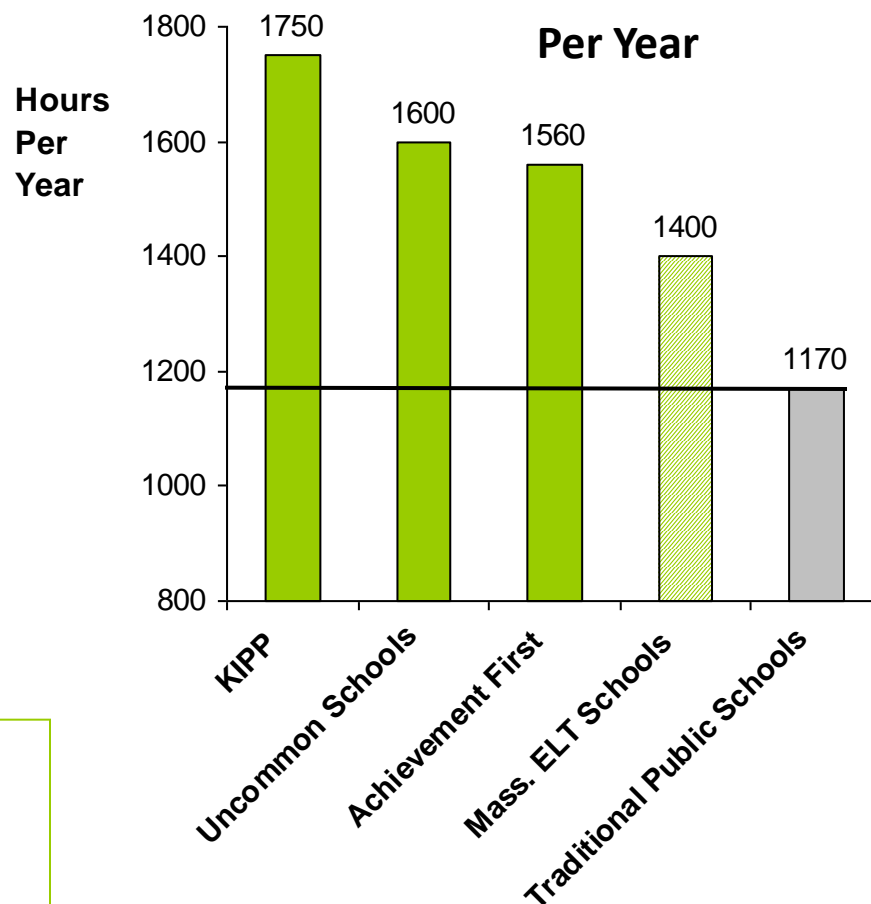
Three of the Most Successful Charter School Networks in U.S. Consider “More Time” a Core Design Element

- **KIPP Academy**
66 Schools in 19 states serving 16,000 students
- **Achievement First**
15 Schools serving 3,700 students in CT and NY (e.g. Amistad Academy, New Haven)
- **Uncommon Schools**
11 Schools serving 10,000 low-income students in NY and NJ (e.g. North Star Academy, Newark)

Massachusetts ELT Schools

22 schools in MA serving more than 12,000 students

Comparison of School Time



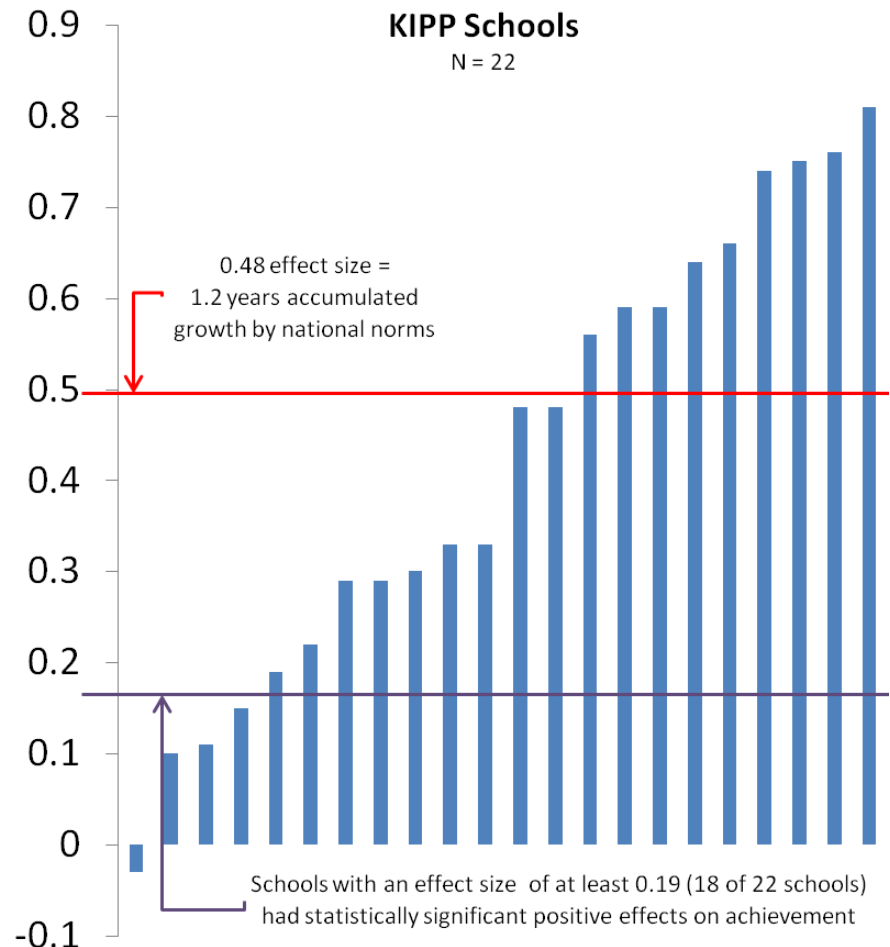
KIPP Outcomes

- Evaluators (Mathematica) conducted study of 22 KIPP schools to measure impact on student proficiency over four years
- Compared KIPP students to students with similar demographic profile and test score history

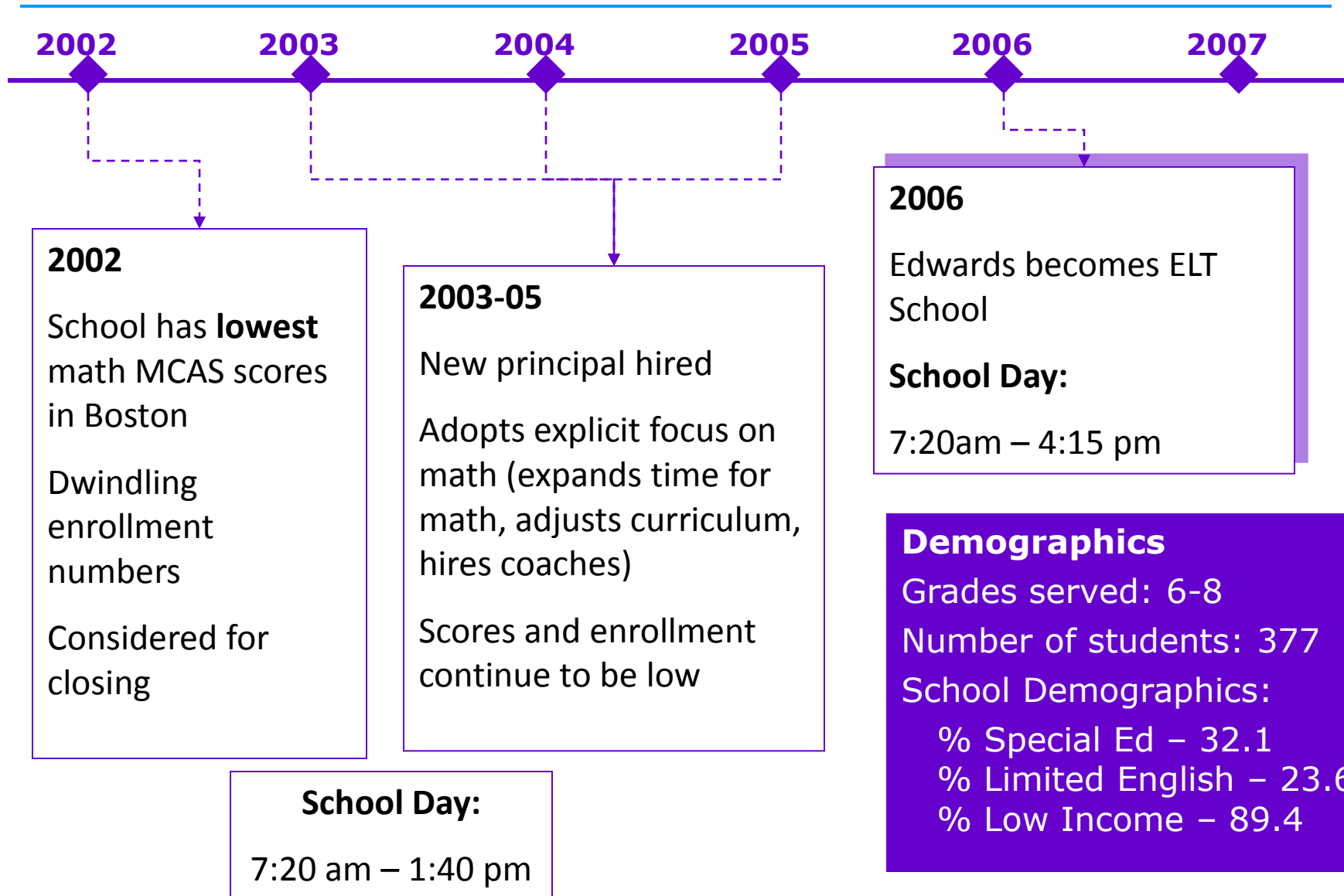
RESULTS

- Half of KIPP schools have an effect size in mathematics (at least 0.48) equivalent to an extra 1.2 years over a three year span → KIPP students **learn one-third more** over three years than non-KIPP students
- In math, KIPP schools **cut the black-white achievement gap in half** within three years
- Effects in ELA are lower, but still impressive with 14 of 22 schools showing significant positive impact

Three-Year Effect Size in Mathematics



Edwards Middle School



Edwards Middle School ELT Program

Academics

- **Additional 1 hour academic block** 4 days a week in addition to existing core classes
- Started by focusing “**extra block**” only on Math– in 2007 expanded to ELA, Science and Social Studies
- **Students strategically placed** in different classes based on assessment data
- **Strongest teachers** work with the weakest students
- **Teachers work with coaches** to develop curriculum for this class based on student assessment data (ANET data: every 7 weeks)

Enrichment

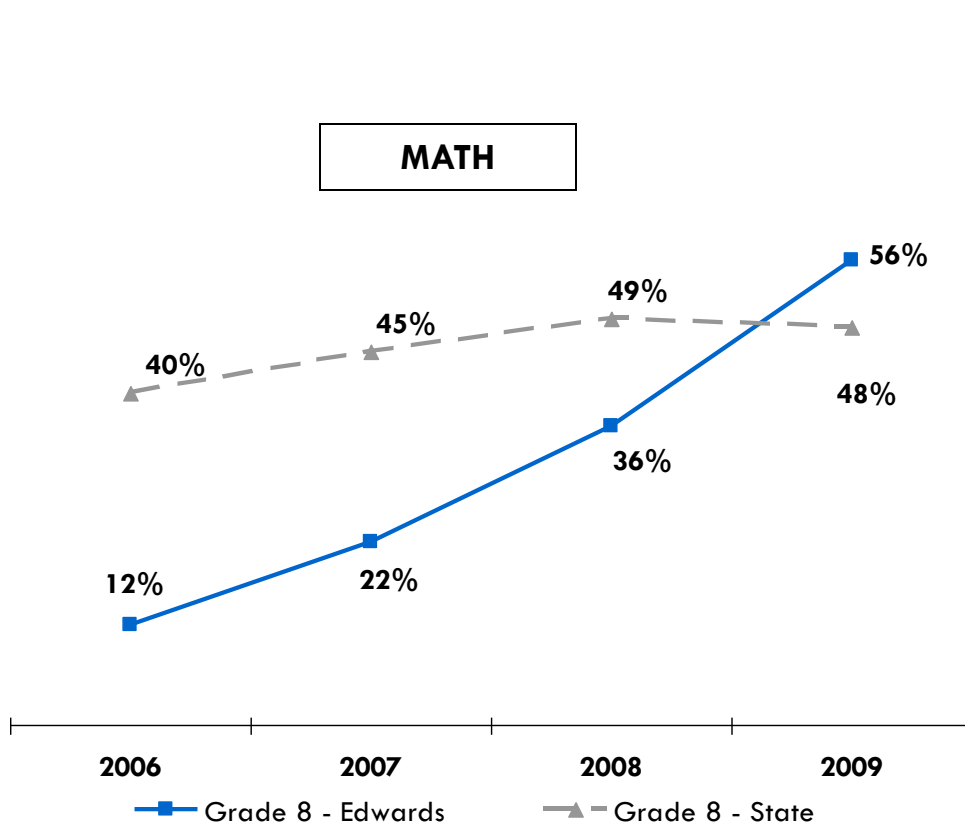
- Extra 6 hrs per week for teacher and partner-led **electives** (art, music, sports, technology, leadership, etc.)
- **Strong partnerships** with several community-based organizations
 - Entire 6th grade (190 students) participates in Citizen Schools apprenticeship program
 - **Other partners** include: Boston Ballet, Bird Street Community Center, Harvard University, and Boston Partners in Education

Teacher Planning & Professional Development

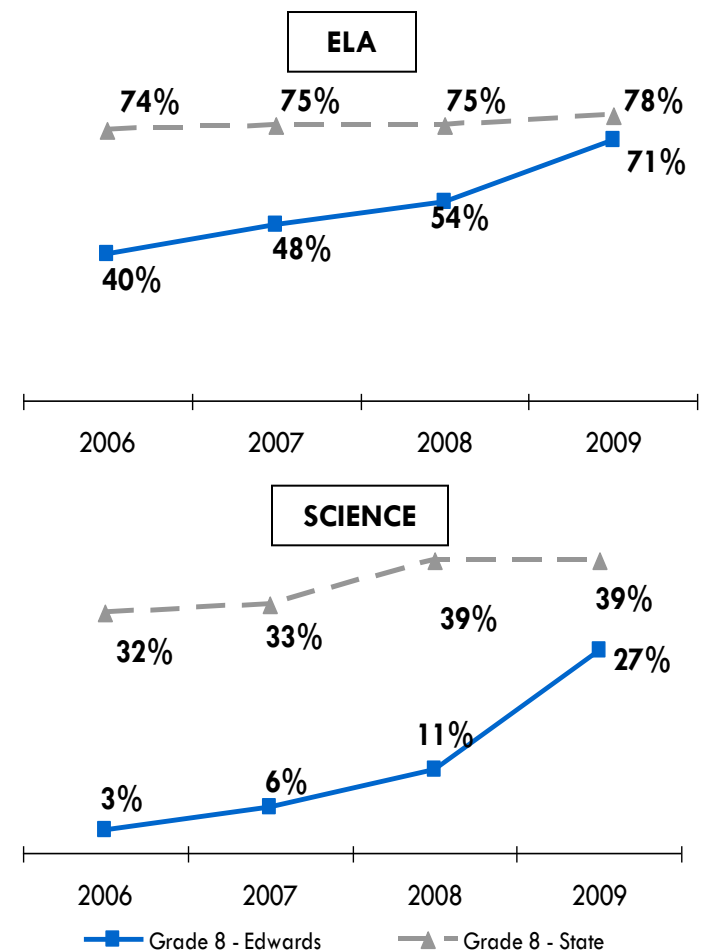
- Early release for students on Fridays allows extra 2 hrs for **teacher common planning**
- Grade level teachers meet 2 to 3 times per week to collaborate and focus on **data and model lessons**

Closing the Achievement Gap at the Edwards Middle School

In Math, 8th grade students now have overtaken the state in the percent of students achieving proficiency



In ELA and Science, 8th grade students have dramatically narrowed the achievement gap with the state



Effective Strategies to Increase Learning Time:

7 Principles for Policymakers

- ✓ **Significantly More Time**
At least 300 hours more per year for students.
- ✓ **Maximized Effectiveness of All Time**
Maximize the effectiveness of existing and new time through the relentless use of data, school-wide effort to strengthen instruction, and an intense focus on a small number of key performance goals.
- ✓ **Balanced School Schedule**
Thoughtful redesign of the entire school day to provide adequate time for core academics to individualize support for students and accelerate achievement, adequate time for teachers to collaborate to strengthen instruction, and adequate time for high quality enrichment programs to build students' skills, interests, and self confidence.
- ✓ **Personalized Instruction**
Additional time is used for targeted academic support and interventions based on assessment of students' needs. Student progress is continuously monitored to evaluate impact and adjust content and instructional strategies accordingly.
- ✓ **Strong Accountability System**
A rigorous accountability system that establishes clear, measurable goals and sets clear consequences. Resources to support increase learning time are tied to performance metrics and timelines.
- ✓ **Sustainable**
Expanded time strategies should be cost-effective and sustainable over time, involving innovative approaches to staffing, scheduling, and partnerships.
- ✓ **Strong Stakeholder Support**
Plan for school redesign is developed through a structured planning process that incorporates input from key internal and external stakeholders.



New Trends in Time Reform

New Trends in Time Reform

- This school year at least 500 low performing schools across all states will receive federal funding through the School Improvement Grant program to “increase learning time” and implement other important “school turnaround” measures in order to significantly improve student outcomes.
- **In Practice: Grandview Heights Middle School – Washington State**
 - The school is using its SIG funds to prioritize ILT. The school will:
 - ▣ Extend the school day by one hour, four days per week
 - ▣ Increase instructional time in core areas (ELA and math classes will be 90 minutes each)

New Trends in Time Reform

- Technology is being used to expand time for students, increase outcomes, and save staff time and money
- **In Practice: Rocketship Charter School- San Jose, CA**
 - During the 7 hour and 10 minute school day, students utilize computer software during a 90 minute Learning Lab session that provides individualized instruction on a daily basis.
 - Staffed by paraprofessionals, these Learning Labs can accommodate up to 50 students at a time to receive individualized academic support.

New Trends in Time Reform

- New school-level autonomies can allow for very different staffing models, providing more time for students (e.g. staggered teacher scheduling, fewer administrative staff and more teachers, staff from partner organizations, etc.)
- **In Practice: Generations Schools - Brooklyn, NY**
 - By staggering teacher schedules students receive 20 additional instructional days a year without teachers having to work longer than the 180 days set in their contract.
 - Twice a year, teachers receive a month long reprieve consisting of three weeks vacation followed by a week of professional development with their instructional teams.

New Trends in Time Reform

- At the high school level a variety of models are emerging including early college programs, school-to-career internships and use of technology 24-7
- **In Practice: The Gary and Jerri-Ann Jacobs High Tech High School – San Diego, CA**
 - High Tech High School Students are in school seven hours each day, compared to 6.1 hours at other San Diego public high schools.
 - Students prepared for college through a curriculum that emphasizes technical education and personalized project-based learning.
 - Each student has a digital portfolio, used to assess progress and determine promotion.
 - 11th grade students required to complete a semester long internship at a local organization or business.

New Trends in Time Reform

- Schools are using vacation breaks within the school year to provide additional academic support to meet student needs. During these weeks, schools typically provide targeted instruction in one subject through a half day program.
- **In Practice: Clarence R. Edwards Middle School-Charlestown, MA**
 - Each year, 20% of Edwards' students are invited for an intensive week of ELA support in February or math support in April from 7:30am-1:30 pm. This time is used to target individual student needs in a small-group setting with a student-to-teacher ratio of 12:1.
 - These "Acceleration Academies" are led by a cadre of exemplary teachers titled 'Edwards Fellows' who work with the same students throughout the week-long academic camp.

Effective Summer Models

- **Extended Year (Summer) Programs**
 - **In Practice: Cincinnati Public Schools 5th Quarter**
 - Targeted elementary schools have four additional weeks in the school year
 - Program includes academic support and enrichment opportunities intended to close the achievement gap between low-income and more economically advantaged students.
 - Goal is to give students a jump start on the next school year and introduce them to their future teachers.
- **Summer Orientation Programs** – More schools are requiring orientation programs for incoming students before the start of the school year
 - **In Practice: KIPP Lynn Charter School**
 - All Rising 5th graders attend for 3 weeks
 - Focus is on learning procedures and school culture in order to start the first day of school on the right foot.

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Increased Learning Time: 2010 Federal Definition

- Federal guidelines for the use of these funds encourage **increased learning time** as a core strategy for school improvement.
- ***Increased learning time*** means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

*Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296> *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.)